

Improving Health Resources on Snoring to Increase Intensive English Program Students' Understanding

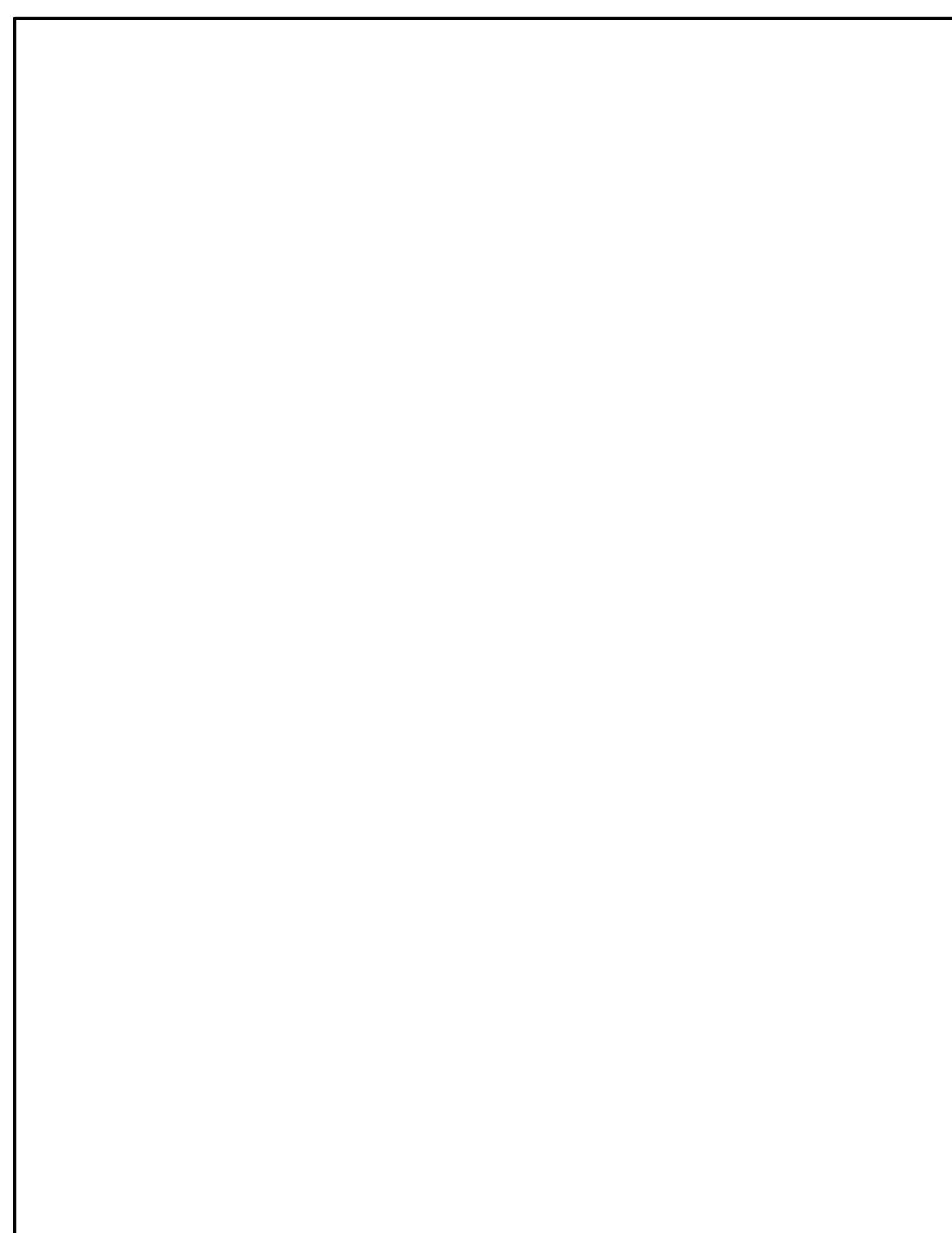


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Abstract

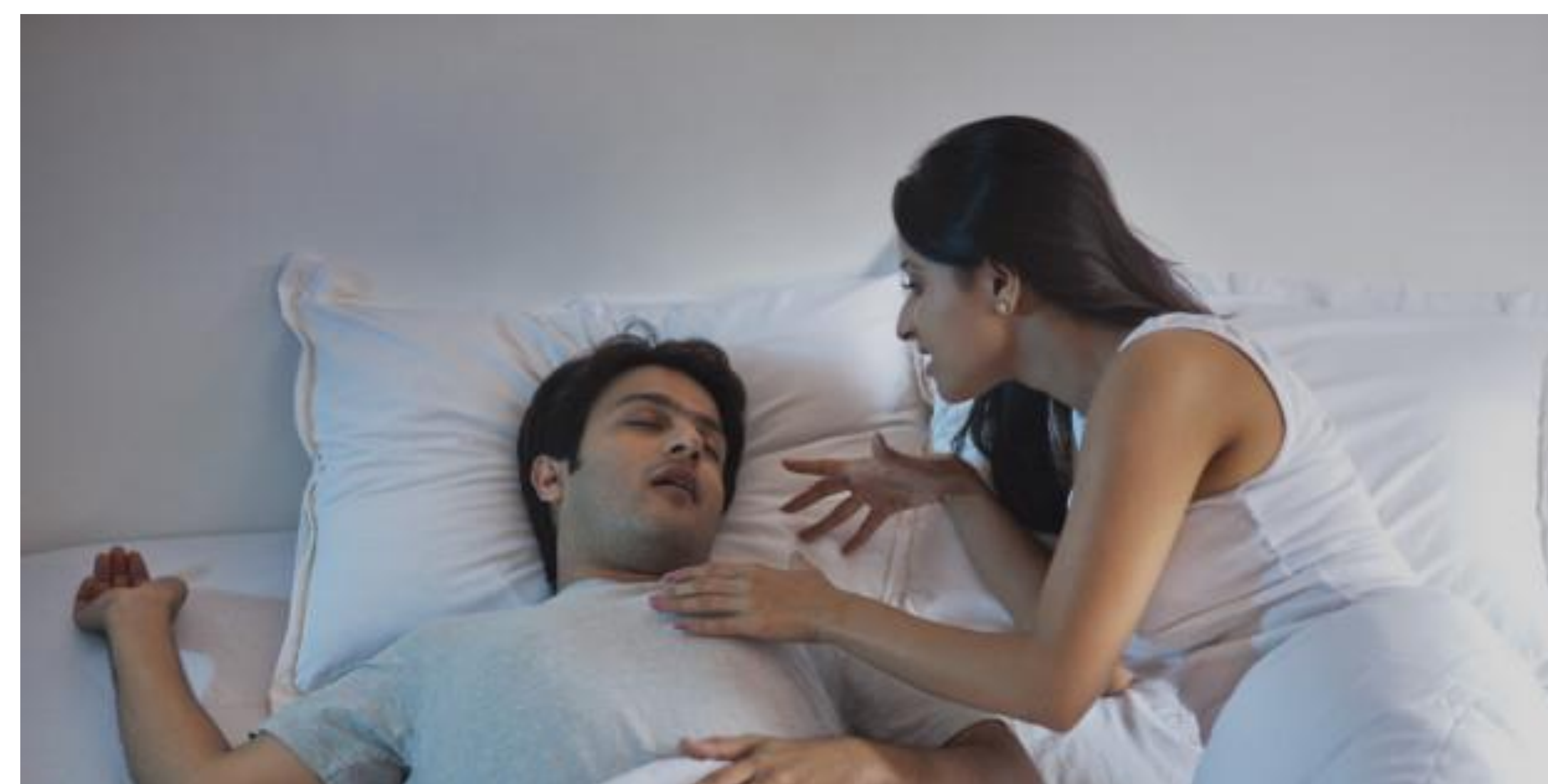
For this project, we worked with students in level two of the University of Dayton's Intensive English Program (IEP) to develop a helpful health resource about snoring. To do this, we found an existing web page with information about snoring, and revised it into a fact sheet more appropriate for IEP students.



Method

- We did a SMOG test as well as a Flesch-Kincaid reading test to test the literacy of the web page
- For our fact sheet we:
 - Converted sentences into short, bulleted lists of information with simple words
 - Added helpful images to improve understanding
 - Tested to prove the literacy level had been lowered.

	Original Web Page	Our Revised Fact Sheet
SMOG test	9.7 (9 th Grade)	3.9 (3 rd Grade)
Flesch-Kincaid	8.7 (8 th Grade)	1.7 (1 st Grade)
Average	9.2 (9 th Grade)	2.8 (2 nd Grade)



References: How to Stop Snoring. Retrieved February, 2018, from <https://www.helpguide.org/articles/sleep/snoring-tips-to-help-you-and-your-partner-sleep-better.htm#what>

Result

- The original document scored an average of 9.2 when doing the SMOG and Flesch-Kincaid readability tests
- Paragraphs of detailed information and scientific words made information confusing
- Relevant information from the web page was shortened and clarified
- Outcome was a document at a 2.8 grade level that can be easily understood



Problem

- Health literacy consists of the skills that people use comprehend and understand health information.
- Not all healthcare documents are written so that they can be understood by people of lower literacy levels.
- Web page was at a literacy level of 9.7
- Our task was to create a document for the IEP students who need a literacy level of 3rd-4th grade.

Conclusion

This text was made more effective for the IEP students by making it more basic and shorter while using everyday language. This project demonstrated the importance of having healthcare information that can be read and understood by individuals of lower literacy levels.